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ABSTRACT

Nearly 8,700 migrant students (73% at the elementary level) participated in Idaho's 1978 migrant education program which emphasized oral language, reading, and math skills for all students, and career preparation (driver training, verbal and non-verbal communication skills, GED skills) for teenagers. Of the 33 participating school districts, 30 had sufficient migrant enrollment to require special educational programs during the regular term. Bilingual resource teachers and instructional aides used special materials and rooms to provide supplementary individualized instruction in a bilingual/bicultural environment. Nearly 90% of 5,600 mmigrant students gained an average of 1.5 grade levels in reading and math skills. In the summer program, which stressed oral language development, 80 to 90% of the elementary students achieved their individualized objectives. The staff benefitted from numerous curriculum and inservice workshops, some of which emphasized cultural awareness. Two Migrant Education Resource Centers (MERCs) provided bilingual teacher consultants, space for professional lending libraries, cooperation with and computer link to the Migrant Student Record Transfer System, cooperation with home/school coordinators, and a health consultant. Each LEA had an active and successful Parent Advisory Council. (SB)

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MIGRANT EDUCATION EVALUATION REPORT 1977-1978

Title I ESEA

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RC 011331

ROY TRUBY
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BOISE, IDAHO

IDAHO STATE DEPARTMENT OF EDUCATION

TITLE I ESEA
MIGRANT EDUCATION

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1978
(School Year 1977-78)

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INTRODUCTION

Idaho is an agricultural state. On a national scale for crop production, Idaho is listed first in potatoes; second, in sugar beets, dry peas and alfalfa seed; third, in hops; fourth, in all types of mint, in onions, barley and some fruits. The climate is considered excellent also for major seed and vegetable crops, soft fruits and apples, other grains as well as livestock and dairying. Food processing has become a major industry directly related to the harvest.

Each district, participating in ESEA Title I Migrant Education, has prepared and submitted an approvable application each year. These are approved, assisted, and monitored by the Title I Migrant staff of the Idaho State Department of Education. The Idaho Department of Education provides the leadership role for local school districts to plan and implement supplemental programs appropriate for the special needs of migrant children. Title I ESEA Migrant Education funds, which are received in the State Department of Education, Division of Federal Programs, are based on the number of children enrolled in the Migrant Student Record Transfer System (MSRTS).

Thirty-three districts participate in twenty-nine summer school programs for migrant students. These consolidated programs emphasize the basic academic skills of oral language, reading and mathematics. Evening teenage programs are available at six locations with consolidated efforts at two. One combines two county school districts, and the other, two large districts with six smaller ones. Basic academic skills, driver education, communication skills (verbal, non-verbal), and vocational programs are strong components of the program for teenagers who have been in the fields all day.

Thirty districts have sufficient numbers of migrant students to require special educational programs during the regular school term. Professionally trained resource teachers, who are sensitive to the needs of migrant children, provide an individualized instructional program supplemental to that of the basic services of the school.

Idaho schools provided educational services to 8,688 children of migratory agricultural workers during FY 78. The nation's economy drastically affected the seasonal agricultural workers during the past year. Many families, who regularly send their children to school, considered survival depended on total family income. Therefore, regular attendance and achievement suffered due to the sporadic patterns which were related to crops or weather. Since the preceding year, when all western states suffered from severe drought conditions, the agricultural migratory families in Idaho have been victims of difficult conditions for a two year period.

Since a large percent of the migrants who come to Idaho are Mexican-Americans, their children benefit most from a curriculum which accommodates their bilingual-bicultural heritage. During regular term or summer school sessions, each LEA project has bilingual professional and/or non-professional staff assigned to best utilize their skills to help the Spanish-speaking children.

NATIONAL GOALS OF MIGRANT EDUCATION

The education of migrant children is a shared responsibility of local school districts, state educational agencies in 48 states and the U.S. Office of Education. With this charge, eleven appropriate goals were developed by a committee of state directors in 1971.

The following goals continue to be the national priorities for migrant education programs. Implementation of the goals vary with situations and conditions which exist in each state and local school district; however, the goals are to:

- Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.
- Provide specially designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level equal to his potential.
- Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.
- Provide programs that will improve the academic skills, prevocational orientation and vocational skill training for older migrant children.
- Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.
- Implement programs, utilizing every available federal, state, and local resource through coordinated funding, in order to improve mutual differences among children.
- Develop in each program a component of intrastate and interstate communications for exchange of student records, methods concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.
- Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.
- Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

- Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student efforts.

- Increase staff awareness of their personal biases and possessed prejudices and upgrade their skills for teaching migrant children by conducting inservice and preschool workshops.

- To serve the interstate, intrastate, or 5-year provisional migrant children who are in Idaho during the summer months or during the regular school term.

- To cooperate with the Migrant Student Record Transfer System.

- To continue to provide leadership from the state level.

- To continue to develop additional leadership through the Migrant Education Resource Centers.

- To strive for continuous SDE and LEA staff development.

Priorities of the Idaho Program are:

- To serve the interstate, intrastate, or 5-year provisional children who are in Idaho during the summer months or during the regular school term.

- To participate with the Migrant Student Record Transfer System and other coordinated interstate activities.

- To continue to provide leadership from the state level.

- To continue to develop additional leadership through the Migrant Education Resource Centers.

- To strive for continuous SDE and LEA staff development.

IDENTIFICATION AND RECRUITMENT

Identification and Recruitment is a vital component of the Idaho Migrant Program. Each participating district employs a home-school coordinator who provides a bilingual liaison which facilitates interaction among migrant parents, their children and the school. Their major role is to identify and recruit eligible migrant students and to assist the families in accessing various services of the schools and/or other community agencies. Nearly always the coordinator is bicultural as well as a bilingual individual. Often he/she is a former migrant whose effective communication with migrant families, combined with his knowledge of educational opportunities and community resources, encourages a fuller participation of migrants in the society of which they are a part. During FY 78 the Idaho home-school coordinators made 6,257 home visitations.

Consultants at the two Resource Centers have assisted the SEA Migrant staff with inservice meetings, and follow-up on-site visitations. Geographic regional inservice sessions have been instructional in successful techniques of a social worker, record-keeping, and the various responsibilities of a home-school coordinator. Informative sessions concerning available resources for aid to migrant families were arranged periodically.

Enrolling students in the Migrant Student Record Transfer System involves securing signatures of parents. Maintaining the record transfer system necessitates frequent contacts with administrators, teachers, and secretaries of the local schools. To facilitate the record-keeping for the many persons involved, the SDE Migrant staff and the Resource Center consultants have assisted the home-school coordinators in developing forms and procedures to standardize the record-keeping. A special manila envelope has been prepared to encourage migrant parents and children to protect their school records and to present them when they enroll at a new school. Forms used, which have been developed through trial and error, and in response to local conditions, are described for all users on a large (8-1/2" x 11") card, which also identifies procedural steps in enrollment.

<u>The Forms in Use</u>

- .Migrant Student Record Transfer System Form
- .Migrant Student Medical Transfer Form
- .Migrant Enrollment Form
- .Certificate of Pupil Eligibility
- .Migrant Academic Update and/or Withdrawal Form
- .Migrant Medical Update Form

Idaho has each available MSRTS report used as a tool for state, regional, and local management. The Resource Center consultants review the appropriate reports and assist the home-school coordinators in utilizing them to check and improve their identification and recruitment efforts.

Geographic Location

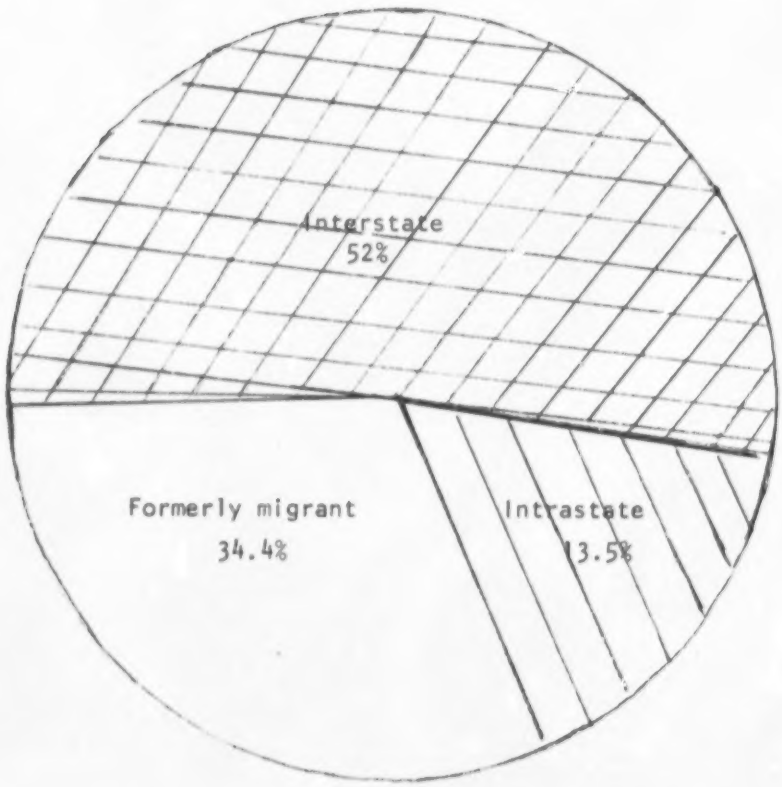
CONGRESSIONAL DISTRICT NUMBER IN NUMERICAL SEQUENCE	NAME OF COUNTY	NAME OF ADMINISTERING SCHOOL DISTRICT IN WHICH PROJECT WILL OPERATE	REG.	SUM.
1	Canyon	Nampa #131	X	X
1	Canyon	Migrant Education Resource Center (Nampa #131)	X	X
1	Canyon	Caldwell #132	X	X
1	Canyon	Wilder #133	X	X
1	Canyon	*Notus #135	X	
1	Canyon	Parma #137	X	X
1	Canyon	Canyon #139 (Caldwell)	X	X
1	Elmore	Glenns Ferry #192	X	X
1	Elmore	Mountain Home #193	X	X
1	Owyhee	Marsing #363	X	X
1	Owyhee	Bruneau-Grand View #365 (Grand View)	X	X
1	Owyhee	Homedale #370	X	X
1	Payette	Payette #371	X	X
1	Washington	Weiser #431	X	X
2	Bingham	Snake River #52 (Blackfoot)	X	X
2	Bingham	Blackfoot #55	X	X
2	Bingham	*Aberdeen #58	X	
2	Bingham	*Firth #59	X	
2	Bonneville	Idaho Falls #91	X	X
2	Cassia	Cassia Co. #151 (Burley)	X	X
2	Fremont	Fremont Co. #215 (St. Anthony)	X	X

Geographic Location

CONGRESSIONAL DISTRICT NUMBER IN NUMERICAL SEQUENCE	NAME OF COUNTY	NAME OF ADMINISTERING SCHOOL DISTRICT IN WHICH PROJECT WILL OPERATE	REG.	SUM.
2	Jefferson	Jefferson Co. #251 (Rigby)	X	X
2	Jerome	Jerome #261	X	
2	Jerome	Valley #262 (Eden)	X	X
2	Minidoka	Minidoka Co. #331 (Rupert)	X	X
2	Minidoka	Migrant Education Resource Center (Minidoka #331)	X	X
2	Power	American Falls #381	X	X
2	Twin Falls	Twin Falls #411	X	X
2	Twin Falls	Buhl #412	X	
2	Twin Falls	Murtaugh #418	X	X
2	Twin Falls	Filer #413	X	

*Students are transported to a consolidated summer program and those which are not checked for regular or summer programs do participate in a nearby summer project as they have not identified sufficient students to operate a project.

STATUS OF MIGRANT STUDENTS SERVED
1977-78



HOME BASE FREQUENCY

Migrant students enrolled in Idaho schools during FY 78, indicated their homes are located in the following states:

Home States	Students
Texas	1,452
California	161
Mexico	155
Arizona	154
Oregon	99
New Mexico	49
Washingcon	48
Utah	40
Laos	39
Colorado	21
Florida	18
Others	1,930

IDAHO MIGRANT ENROLLMENT FOR FIVE YEARS

Term	FY 74	FY 75	FY 76	FY 77	FY 78
Summer	2,756	3,489	2,587	3,170	2,989
Regular	4,793	3,699	7,544	5,357	5,699
Total	7,549	7,188	10,131	8,527	8,688

MIGRANT STUDENT RECORD TRANSFER SYSTEM

As mentioned throughout previous sections, the MSRTS is an integral part of the entire Title I ESEA Migrant Program, whether it is the national/federal level, state, regional, local district or classroom. It was created as a vehicle to transmit pertinent academic and health information concerning all migrant children on an individual basis. In order to operate efficiently, it is a continuous process demanding cooperation, accuracy and promptness from all participants.

Idaho has had three terminals to transmit data to the Data Bank in Little Rock, Arkansas. These were selected originally within the three geographical areas of farmlands along the Snake River belt, and these locations were Snake River #52, Rupert #331 and Nampa #131. To improve the cost effectiveness, the decision was reached in FY 78 to consolidate the Snake River and Rupert terminal operations at the close of FY 78. Now, both terminals are located in the Resource Centers.

Terminal operators and their back-up operators have received primary and advanced training at the Data Bank. The directors and the identification and recruitment consultants from the Migrant Education Resource Centers have also attended appropriate inservice in Little Rock, Arkansas.

MSRTS inservice has been provided all local districts by the two MERCs and the terminal operators. As previously mentioned, the inservice for home-school coordinators is interwoven into the MSRTS operation.

Idaho's participation in the MSRTS national Pilot Project, Phase II which involves the 3774 machine has been at the Nampa terminal and with five local school districts. Prior to the implementation of the pilot, the terminal operators, the Nampa MERC director and state coordinator attended specific inservice related to 3774 at the Data Bank.

IDAHO MIGRANT ENROLLMENT DURING FY 78

	NAMPA	RUPERT	SNAKE RIVER	TOTAL
Summer	1,723	657	609	2,989
Regular	2,894	1,463	1,342	5,699
	4,894	2,120	1,951	8,688

MIGRANT ENROLLMENT COUNT
1977 - 1978
MSRTS - Migrant Education Resource Center
Nampa, Idaho

DIST.	MIGRANT STATUS	August - May				June - July				
		1	2	3	TOTAL	1	2	3	TOTAL	GRAND TOTAL
	SCHOOL									
131	Nampa	210	65	273	548	308	37	298	643	1,191
132	Caldwell	224	53	191	468	120	5	101	226	694
133	Wilder	166	61	120	347	46	12	51	09	456
135	Notus	50	2	25	77					77
136	Melba			15	15					15
137	Parma	77	15	51	143	20	2	42	64	207
138	Scism	3	6	2	11					11
139	Canyon	85	29	76	190	26	5	59	90	280
192	Glenns Ferry	111	29	38	178	87	14	19	120	298
193	Mountain Home	40	16	42	98	26	3	18	47	145
363	Marsing	105	24	67	196	46	8	30	84	280
365	Bruneau-Grandview	23	54	55	132	60	6	4	70	202
370	Homedale	55	8	33	96	10	3	28	41	137
371	Payette	77	30	20	127	102	19	22	143	270
431	Weiser	187	15	66	268	61	3	22	86	354
	TOTALS	1,413	407	1,074	2,894	912	117	694	1,723	4,617

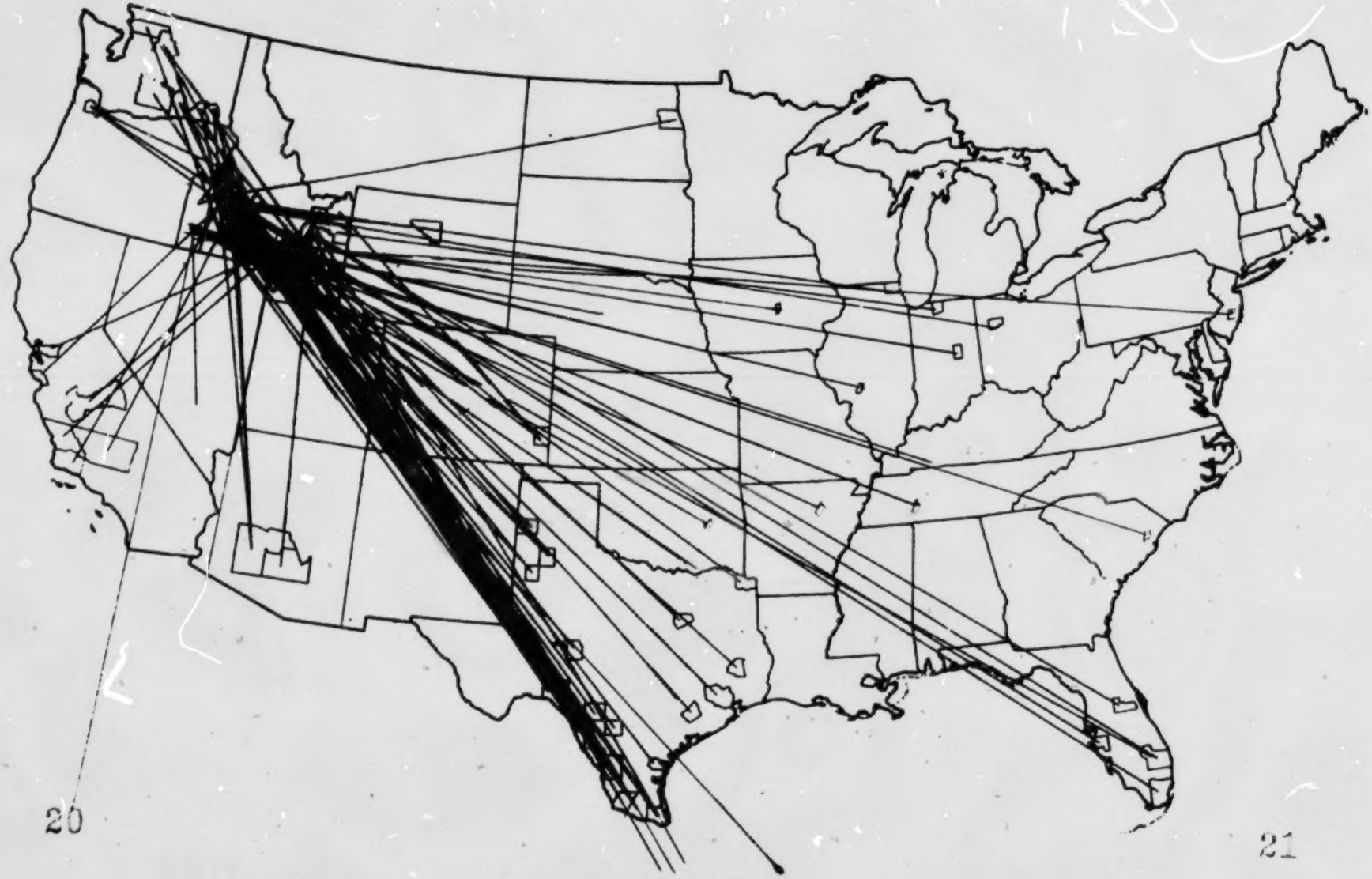
MIGRANT ENROLLMENT COUNT
1977 - 1978
MERTS - Migrant Education Resource Center
Snake River #52 Terminal
Blackfoot, ID

		August - May				June - July				
DIST.	MIGRANT STATUS	1	2	3	TOTAL	1	2	3	TOTAL	GRAND TOTAL
	SCHOOL									
52	Snake River	34	39	199	272	79	35	94	208	480
*55	Blackfoot	50	57	63	170					170
*58	Aberdeen	75	36	26	137					137
*59	Firth	34	10	91	135					135
*60	Shelley	2	5	15	22					22
91	Idaho Falls	145	22	55	222	125	21	77	223	445
215)	Fremont County &	62	11	1	74	24	7		31	105
322)	Sugar Salem									
251	Jefferson Co.	77	55	20	152	31	11	11	53	205
*Migrant children attended										
consolidated summer school										
	TOTALS	479	235	470	1,184	259	74	182	515	1,699

MIGRANT ENROLLMENT COUNT
1977 - 1978
MSRTS - Migrant Education Resource Center
Rupert, Idaho

	August - May				June - July				
DIST. MIGRANT STATUS	1	2	3	TOTAL	1	2	3	TOTAL	GRAND TOTAL
SCHOOL									
#151 Cassia Co.	251	53	61	365	39	1	6	46	411
#261 Jerome	26	4	13	43					43
#262 Valley	93	63	118	274	65	66	72	203	477
#331 Minidoka	157	31	117	305	76	19	52	147	452
#411 Twin Falls	232	13	11	256	101	2		103	359
#412 Buhl	29	2	20	51					51
#413 Filer	33	19	19	71					71
#418 Murtaugh	16	43	37	96	5	7	2	14	110
#414 Kimberly		2		2					2
Cassia-Minidoka Summer Teen					129	8	7	144	144
TOTALS	837	230	396	1,463	415	103	139	657	2,120

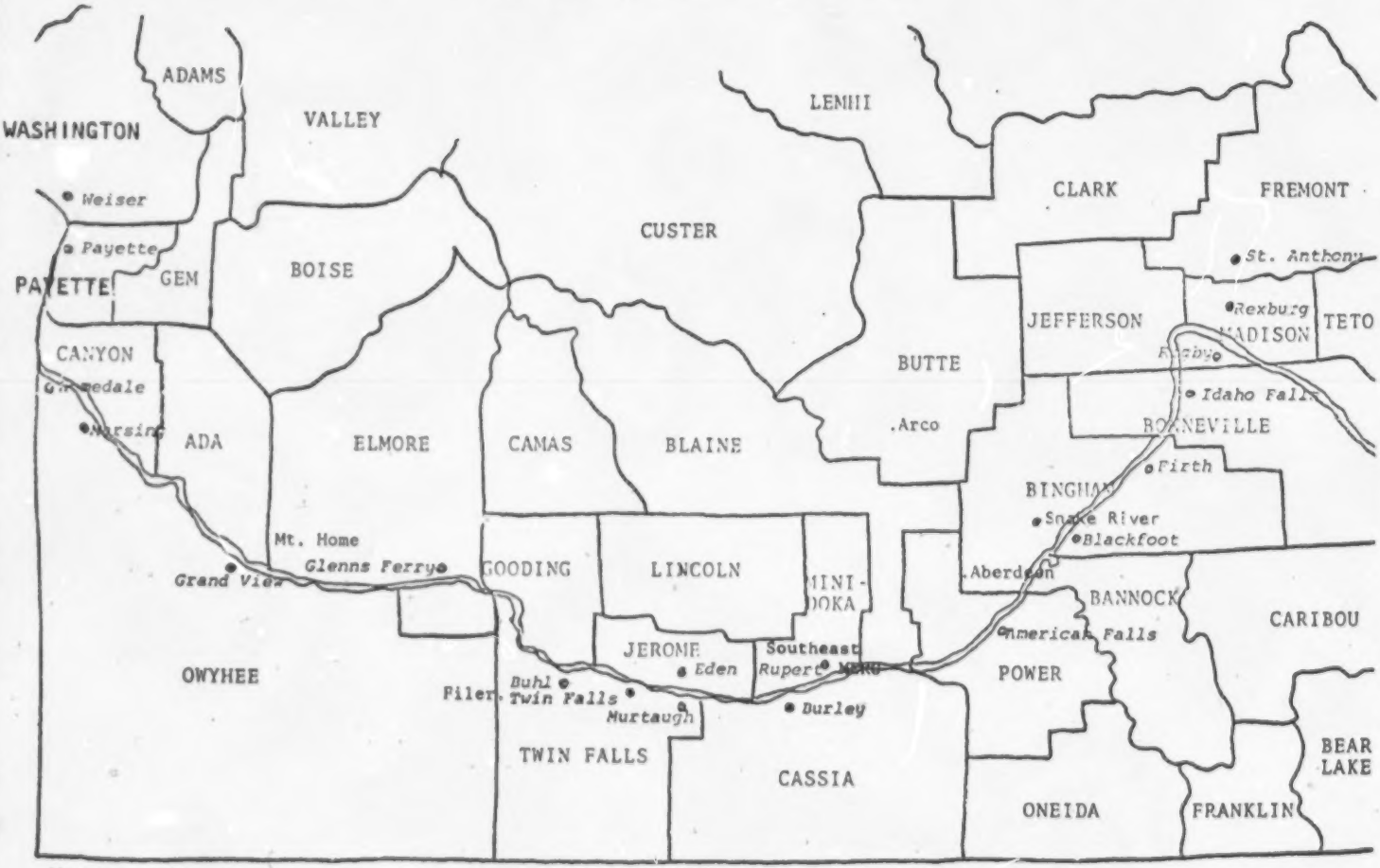
DETAILED PATTERNS OF MIGRANTS ENTERING IDAHO



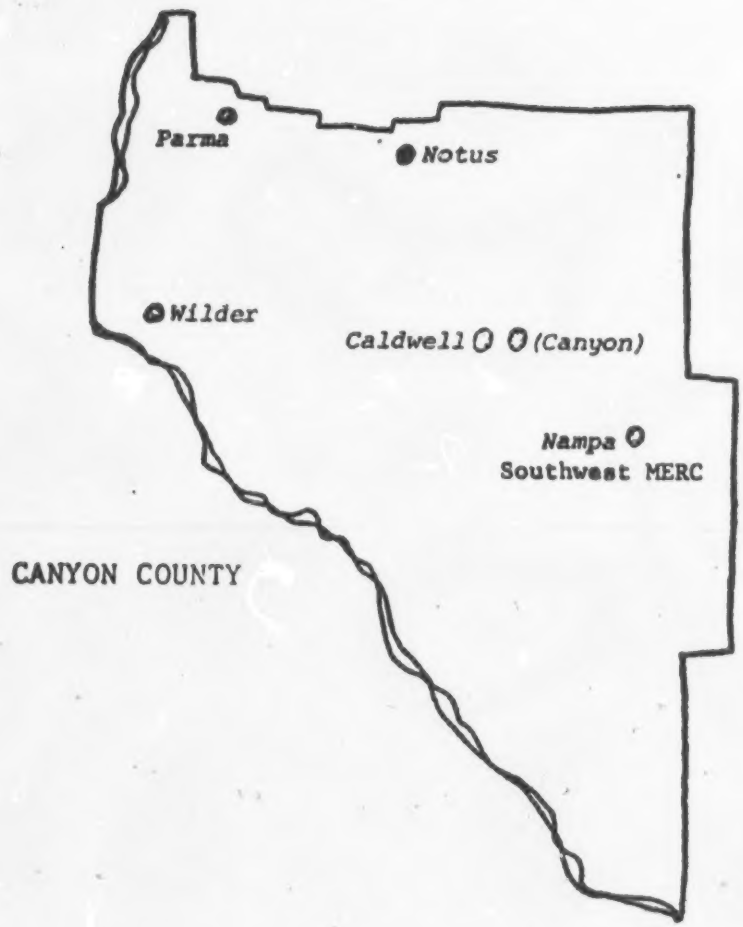
DETAILED PATTERNS OF MIGRANTS DEPARTING IDAHO

Idaho Intrastate Migrant Movement Patterns

IDAHO MIGRANT EDUCATION PROJECTS



Map on following page shows detailed locations of LEA migrant education projects in Canyon County


Parma
Notus
Wilder
Caldwell
(Canyon)
Nampa
Southwest MERC
CANYON COUNTY

INSTRUCTIONAL PROGRAM

As previously mentioned in this report, the migratory agricultural workers have been a vital part of Idaho's economy for decades. Prior to the Elementary Secondary Education Act of 1965 and the Title I funding in 1966 for children of migratory agricultural workers, Idaho school districts absorbed the migratory children within the regular educational programs. More than twenty years ago, additional personnel would be temporarily employed for those students in high impact areas.

Following legislative action in 1963, some high impact districts utilized the additional five mills authorized by the Idaho Legislature:

> "for local school boards, in whose districts farm labor camps are located, the opportunity of making a levy not exceeding five mills in addition to any other levies authorized by law, for the cost of educating such children." (33-803, Idaho Code, 6 A) [1963; ch. 13, section 93].

In 1967, Idaho's first allocation of Title I ESEA Migrant funds totalled $121,000 and limited the project to summer school for 1,014 children. Each year has brought more educational opportunities for migrant children, and increased funding to provide needed services during the regular school year as well as summer school. In 1978, the $2,320,930 allocation provided funds for 30 school districts to serve 8,688 migrant children. As movement patterns have indicated change, more interstate migrant students have home-based in Idaho. This has created the need for additional services during the regular term. During FY 78, 65.5% of the total migrant enrollment attended the 1977-78 school term. Bilingual/bicultural aides have been a vital part of the school staff (both summer and regular terms) for several years. Now professional resource teachers, most of whom are bilingual/bicultural, add strength to the supplementary educational program for the regular term.

The staff members of the two MERCs plan and conduct quarterly inservice workshops for all migrant resource teachers of their area. The SEA staff is assisted also by the experienced bilingual teacher-consultants from each center for individual consulting with teachers and on-site district workshops.

Accurate and fair test data has been a constant problem to migrant education. Knowledgable educators throughout the nation have been involved in solutions to this dilemma. Drs. Joe and Betty Matluck of Austin, Texas who developed the MAT-SEA-CAL Language Dominance Test have had a pilot project operating the past four years in Granger, Washington, and Caldwell District #132. They were assisted by Dr. Tom Bell at the University of Idaho. Introductory sessions for other interested districts were held June 9-10, 1978. Forty-nine participants from sixteen districts attended an inservice with Drs. Matluck, August 25-26. Dr. Roger Reynoldson, assistant superintendent, Caldwell, their MAT-SEA-CAL trained staff, and Dr. Bell are assisting the SEA staff in the leadership role as other districts become involved.

Other tests which have been acceptable as useful diagnostic tools are the Zip, Dos Amigos, Silvaroli Inventory, James, and Peabody for elementary.

Nelson Reading Inventory has been helpful for upper elementary and secondary..

Regular Term

Experienced, capable migrant resource teachers are available to help migrant students in resource rooms which are equipped with specially prepared and/or purchased teaching materials. Thereby, a positive learning atmosphere has been created for the migrant students who need that supplemental boost to individualized instruction. This is provided in addition to the basic education provided by the school.

It is in the migrant resource room that the student receives specialized diagnostic and prescriptive teaching which will be programmed to meet his/her specific need. There will be bilingual/bicultural instructional aides who assist the resource teachers. Number of personnel is directly related to enrollment. In districts with smaller migrant population the Title I resource teacher directs activities for the migrant instructional aides, and in larger populated districts, there is a migrant resource teacher on the staff.

With this supplementary program available, districts report substantial gains made in reading and math by 85-90% of the students. Some gains were 2-3 grade levels, one reported a 4.6 gain; and average was 1.5.

During the 1977-78 school term, 5,699 migrant students were served. The cost for the instructional salaries were:

Migrant resource teachers	$318,940
Tutors and instructional aides	103,257
	$422,197

Elementary (73% of enrollment)

	1	2	3	Total
Kindergarten	219	66	186	471
Primary (1-3)	849	284	615	1,748
Intermediate (4-6)	676	208	511	1,395
	1,744	558	1,312	3,614

Secondary

Concentrating efforts toward the attendance of junior and senior high migrant students have increased enrollments during the regular term. Certified teachers are available or scheduled into the secondary program for tutorial services, language development and/or individualized instruction to reinforce learning.

Secondary (26% of enrollment)

	1	2	3	Total
Junior High (7-9)	414	142	420	976
Senior High (10-12)	154	46	154	354
	568	188	574	1,330

Summer School

Elementary

During summer school, sessions are chronologically divided so that children are with their age groups and the instruction is individualized. Oral language development is a focal point for curriculum development as verbal and non-verbal communication skills are mastered. These skills are reinforced by a strong emphasis in basic academic skills. Appropriate enrichment is provided in a classroom organized for non-graded, individualized learning. With a smaller classload, migrant summer school teachers are challenged as they diagnose, prescribe and plan for each child to progress as far as possible during those brief weeks of concentrated instruction. During the summer school sessions, 80-90% of the students achieved the individualized objectives which had been prescribed for them.

Themes such as "I Am Special - I Belong!", "You Light Up My Life", and "Travelin' Shoes" from the Inside-Out series have provided a delightful compliment and reinforcement for the integrating of all classes within the district's summer school. (See appendix i,ii).

Cost of instructional salaries for the elementary summer school:

Elementary teachers	$241,085
Tutors and instructional aides	95,578
	$336,663

Elementary - 73% of summer migrant enrollment

	1	2	3	Total
Preschool	128	43	95	266
Kindergarten	190	56	155	401
Primary (1-3)	451	92	335	878
Intermediate (4-6)	315	59	282	656
	1,084	250	867	2,201

Secondary

During the 1978 summer school, 805 secondary students attended evening classes at four locations; two of which are consolidated, and two are in isolated areas. One includes two county districts, the Mini-Cassia program, the other at Nampa involves eight districts. These were scheduled to accommodate most of the students who had spent a long day in the fields. Student interest, basic academic skills, vocational training, preparatory for GED and driver training are guidelines for developing a basic academic skills oriented curriculum which stresses career education. Many of these junior and senior high students are enrolled in a regular school year program, some need to complete a course under certified personnel, some are potential drop-outs who need motivation, and some are drop-outs who need a preparatory course for the GED.

Linguistic Composition of Staff

Bilingual teachers	115
Bilingual non-teaching staff	162
Migrants on staff	51
Former migrants on staff	84

Language Dominance

Spanish Only	374
Navajo	44
Laotian	39
Spanish Dominant	2,214
Navajo	3
English Dominant	1,592
English Only	1,455
Laotian Only	39
	5,760

STAFF DEVELOPMENT

The SEA continues to provide leadership with LEA administrator meetings and regional curriculum workshops. The MERCs assist the SEA with these as well as plan and conduct special group workshops at the center (for migrant resource teachers, instructional aides, home-school coordinators and others) and on-site workshops as requested by the LEAs.

April 4, 1978	Annual work session for administrators Twin Falls
April 22, 1978	Curriculum workshop for summer school staff West Minico Junior High
April 29, 1978	Curriculum workshop for summer school staff West Junior High, Nampa

Rosa Guerrero, El Paso, Texas, was keynote speaker for the curriculum workshops. "A Cultural Experience through Music and Dance" was a moving dynamic performance as she wove cultural and language patterns into a brilliant tapestry, representative of many countries. Prior to her coming to Idaho, the southwest MERC had purchased her film, "Tapestry" which had been produced by the El Paso community. Previews increased interest, and Mrs. Guerrero's interpretation is still a vivid memory.

Luceille Werner, Peotone, Illinois, conducted an all-day awareness session for directors, teachers, and instructional aides in "Early Prevention of School Failure for Migrant Students", an exemplary project recommended by the panel for National Diffusion Network. From the enthusiastic response to her practical approach, arrangements were made for training sessions to be conducted in the fall for interested LEAs. These were sponsored by the SEA for twenty-one LEA adaptions.

The on-going pilot project with the MAT-SEA-CAL Language Dominance test was continued with Caldwell #132. Teaching packets, prepared by Caldwell bilingual teachers, were shared with other interested districts and exchanged for the Granger, Washington Spanish packets. These were developed under the direction of Drs. Joe and Betty Matluck, co-authors of the test. Later these other districts were involved in training workshops.

Secondary Credit Exchange Program, the NDN exemplary program from Washington, was represented for statewide participation at the April 22 secondary workshop at West Minico. David Randall, state coordinator for the project and Jesus Vela, project counselor for the Pharr-San Juan-Alamo school district, Texas, discussed the project, relative issues and answered questions concerning the secondary migrant student. Since Idaho schools receive the large percentage of P.S.J.A's migrant population, it was meaningful to those participants. The PSJA district in Texas provided Idaho information concerning all student data, destination and projected arrival time. The positive response from LEAs has been supportive. Now they are requesting for more sending districts to participate in this information exchange.

MIGRANT EDUCATION RESOURCE CENTERS

Each local school district with a migrant project has additional supportive assistance through two Migrant Education Resource Centers. These are located in southwest Idaho in Nampa #131 and the southeast center is in Rupert #331.

Educational services include experienced, bilingual teachers, consultants who are available for individual conferences or present appropriate workshops for groups of teachers. These educational consultants have been valuable change agents for some LEA personnel. With their expertise in diagnosing and prescribing for the limited or non-English speaking child and assisting teachers and aides in appropriate teaching methods, an awareness of the need for qualified professional bilingual teachers has been created. Now, each district is searching to find more. Counseling the potential drop-out, assisting the school counselors in accessing other resources, searching for career opportunities and providing encouragement for these high-risk students and knowledge of other available programs for financial aid to the college-bound, comprise some of the tasks the MERC educational consultants complete.

A professional lending library of curricular materials selected for migrant children is located in each center. The consultants recommend, assist with selection and preparation of relevant materials. The MERC libraries not only contain books, but classroom materials, kits, cassettes, filmstrips, and slides in all curriculum areas which support learning activities of migrant children. 16 mm film libraries provide classrooms with a variety of audio-visual experiences selected with the migrant children in mind.

Local production services of MERCs further augment the instructional services. Materials designed by innovative teachers to meet specific local migrant needs are produced by a skilled staff. Photographic and artistic skills, video and audio tapes, mounting and color processing---these are services which extend and enrich classroom activities for migrant students.

Another priority Migrant Education Resource Center service is cooperation with the Migrant Student Record Transfer System, a computerized record of students' academic success and medical needs at the National Migrant Data Bank in Little Rock, Arkansas. Each center's terminal serves the schools in that geographic area, and the terminal operators assist with periodic Migrant Student Record Transfer System workshops. Closely related to the MSRTS function, each center has an identification and recruitment consultant who provides coordination in the identification-recruitment activities of the home-school coordinators for that area. Individual conferences are held for orientation of newly employed coordinators, quarterly inservice workshops are conducted to assist SEA Migrant staff in coordinating the MSRTS-Identification and Recruitment components of the state program. Interwoven through these activities, results of their efforts as reflected in the PEVR, ISEMS, Activities Summary and other reports from the Data Bank are studied and used for planning purposes.

Southwest MERC experimented with tutorial services performed by two well-qualified bilingual teachers during 1977-78. This was offered to districts without migrant resource teachers, and then on an invitational basis by the district. Eight districts received these services for kindergarten through high school. Even though it was extremely well received, the service has been discontinued due to the recognition by those LEAs that migrant resource teachers were needed on a regular basis. Nine additional migrant resource teachers for that area were employed for 1978-79.

The Health Consultant in the Southwest Migrant Education Resource Center has contributed a valuable coordinating service to the LEAs, the school nurses and the migrant students. Her primary responsibilities have been to improve accuracy in the health data of each student's MSRTS record and health services to migrant students by:

.Frequently serving as an interpreter between parents and school personnel in health related problems, in doctors' offices and in the hospitals.

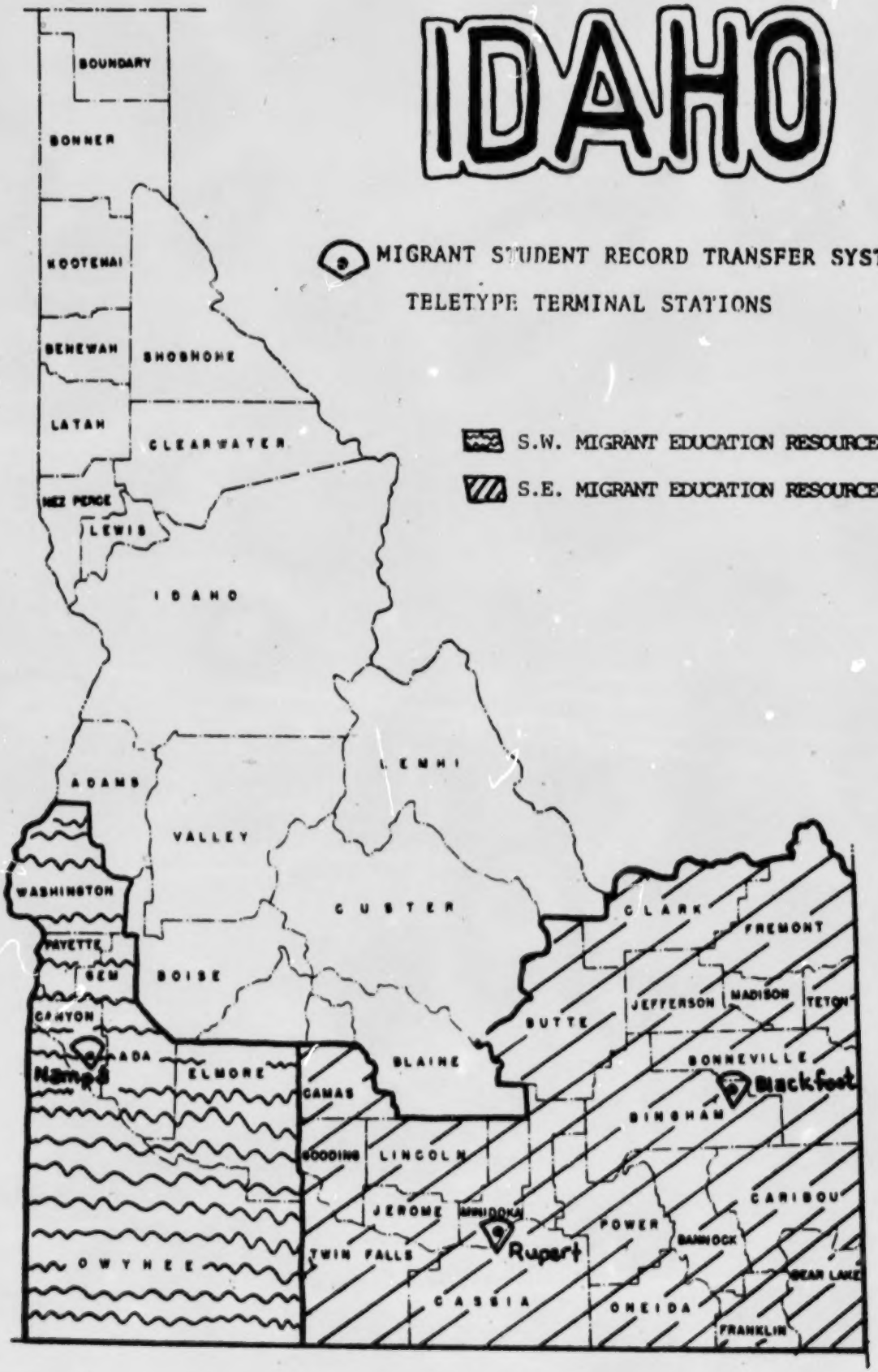
.Assisting Southwest District Health with their Preventive Decay Program which includes some emergency money for dental care, a dental hygienist for dental screening, and flouride rinses, toothbrushes and educational materials.

.Assisting LEAs with referrals to the Community Health Clinics in their summer school dental and health care. During the 1978 summer school she was involved in a special preventive dental and general health program sponsored by Community Health Clinic.

.Coordinating with other health or service organizations such as Idaho Migrant Council, Vocational Rehabilitation Center and Lions Club.

.Providing LEAs and their migrant students without a school nurse's expertise, the necessary dental and hair screenings on request.

IDAHO


MIGRANT STUDENT RECORD TRANSFER SYSTEM
TELETYPE TERMINAL STATIONS
S.W. MIGRANT EDUCATION RESOURCE CENTER
S.E. MIGRANT EDUCATION RESOURCE CENTER
BOUNDARY
BONNER
KOOTENAI
BENEWAH
SHOSHONE
LATAH
CLEARWATER
NEZ PERCE
LEWIS
IDAHO
ADAMS
VALLEY
LEMHI
WASHINGTON
CUSTER
PAYETTE
GEM
BOISE
CANYON
ADA
Nampa
ELMORE
BLAINE
CAMAS
GOODING
LINCOLN
JEROME
MINIDOKA
Rupert
TWIN FALLS
OWYHEE
CASSIA
CLARK
FREMONT
JEFFERSON
MADISON
TETON
BUTTE
BONNEVILLE
Blackfoot
BINGHAM
CARIBOU
POWER
BANNOCK
BEAR LAKE
ONEIDA
FRANKLIN

PARENT ADVISORY COUNCILS

Idaho Parent Advisory Councils held 99 meetings during FY 78. The SEA has required each LEA to have an active PAC. An option was given to have separate Title I and Migrant PACs or organize as a cooperative group. Six LEAs have chosen to have separate Migrant PACs; however, most PACs share membership and responsibilities. Each LEA identifies in the project application the organizational structure, including the ratio of representation, scheduled meetings, activities and projected plans.

LEAs which have provided a series of workshop sessions emphasizing the parent role in helping their children as partners with the schools have had some excellent success. These are established in larger districts with more flexibility in parent interest, LEA personnel and their assignments.

Concern, interest and much effort have been devoted to this component of the program. Some LEAs have interested parents more readily available, others have tried many plans and still are struggling to effectively meet their objectives due to geographic distances, unusual hours (such as swing and night shifts) and other variables.

SEA staff have been invited to PAC meetings as guest speakers. Hopefully, this can be motivational as slides of the children in LEA project are shown and mutual interests shared.

Regional and/or statewide Title I workshops included sections for Parent Advisory Council members.

Consistent effort is made to assist the LEAs in this important role, and progress has been made. (See Appendix iv, v).

In the summer months, various types of additional parent meetings are held which will accommodate migrant parents' working schedules. Some are held at the camps, others in the school setting and small group meetings sometimes are held in homes. Informal surveys, school/community coordinators reports and other communications provide input from parents to the schools.

Family nights are popular in many areas when the meal preparations are shared, or supplied by the school. Fiestas, open-house and culminating school activities are well attended by enthusiastic parents.

Number of home visits during FY 78

School-community coordinators	6,257
Nurses	416
Migrant Resource Teachers	127
Classroom Teachers	141
Instructional Aides	369
Directors and Principals	179
	7,489

PROGRAM COORDINATION

Due to many related problems of the migrant lifestyle, migrant student needs are both intensive and extensive. If these needs are to be met, coordination must occur among all groups and/or agencies which serve this target group. Cooperation is a vital part of the local project, the intrastate efforts and especially on an interstate basis.

Local Coordination
1977-78

Programs	Participating Projects
SEA - Food Services (U.S.D.A.)	30
Title I, ESEA	30
Special Education	22
Health Services	
District Health	25
Community Health Clinics	14
Idaho Migrant Council	4
Lion's Club (glasses)	22
Crippled Children (Department of Health and Welfare)	1
Shriner's Hospital	1
Vocational Rehabilitation	1
CETA	18
Instructional Television	12
Right-to-Read	9
Career Education	7
Migrant Ministry	1
County Sheriff (Safety)	2

Credit should be given to other agencies and/or organizations which have contributed time or funds to assist migrant children and their families.

Intrastate coordination involves communication between and among districts as they share responsibility for shared students. This is assured through participation in statewide and regional meetings, efforts by SEA staff, and the transfer of curriculum materials, teaching techniques and ideas.

Interstate coordination was extensive in FY 78. Some staff development activities mentioned on page 22 also are classified as "Interstate". Among various methods used to assure interstate cooperation were:

.Migrant Student Record Transfer System and FY 78-79 pilot project
.Washington-Texas Credit Accurual Program for secondary students
Dave Randall, Washington and Jesus Vela, Texas presented to statewide secondary meeting, April 22, 1978 in Paul, Idaho.

.Awareness participation of the NDN Project, "Early Prevention of School Failure for Migrant Children",
Luceille Werner, Illinois
Statewide meeting April 29, 1978 in Nampa K-3
(prior to FY 79 adaptions in 21 LEAs)

.Rosa Guerrero, keynote speaker
El Paso, Texas represented the Texas Education Agency
April 22 and 29, 1978

.Awareness session of the Florida Migratory Child, Compensatory Program, (training of aides) Louis Marsh, statewide administrato-s meeting
April 4, 1978.

.Participation in the Pilot Project of the MAT-SEA-CAL test of language dominance which is sponsored by the Center of Applied Linguistics in Arlington, Va. and supervised in the northwest by the University of Idaho and CAL (Center of Applied Linguistics). Awareness and initial training for other LEAs with migrant projects.
June 9-10, 1978 at College of Idaho.

.Western States Coordinating Council activities which included FY 76, 77 and portion of FY 78 involvement in the MSRTS Math Skills Committee.

.Western States Migrant Education Conference
January 31 - February 2, 1979 planning sessions. (LEA and SEA participation is planned).

.Idaho has been represented on the National Directors of Migrant Education Association Executive Committee, FY 76-78.

.Idaho has been represented on the Education Commission of the States Interstate Task Force for Migrant Education, FY 76-.

Idaho has encouraged attendance and participation in appropriate out-of-state curriculum and MSRTS workshops by selected LEA, MERC and State Department of Education personnel.

HEALTH SERVICES

Migrant students receive health services from various agencies due to the organizational structure of the State Department of Health and Welfare. Each of the regional offices, or District Health units, operate independently. In some health districts there have been concerned interest, support and services available to the schools on a cost basis. Other areas in which school districts employ school nurses and/or have specific migrant service providers within their territory (Community Health Clinics and the Idaho Migrant Council), it is understandable that migrant student health needs are not a priority item.

Each LEA project does have an allowable item for "emergency health care" in the budget, however, all available sources are tapped and documented prior to utilizing those funds. Local Lions Clubs have provided many glasses for students with vision problems.

Community Health Clinics extend dental care to an allocated number of students for each school district within their geographic area. Flouride rinses for all projects are furnished by the Idaho State Dental Health office and dental hygienists from the District Health office assist the local and MERC nurse screen the students. After the screening, those who are in greatest need are first to receive care at the Community Health Clinic, or private dentist or physician. Referrals have been made by the state Health and Welfare officials and badly needed care given through Social Security Insurance and Crippled Children funds.

Each summer school has a nurse's services available. She is employed by the LEA or her services are contracted on a need-demand basis by the LEA through the District/County Health agency. This has provided an invaluable service to students, parents, and school personnel as she screens individual health problems, arranges for medical care, coordinates dental and health screenings, and assists the home-school coordinator, parents and staff with health and nutrition problems. Some "have found time" to assist teachers in the instructional program with first aid, nutrition, hygiene and health care classes.

Inservice is held periodically by the Migrant Education Resource Centers to acquaint local district nurses and home-school coordinators of available health services.

Recorded MSRTS health data and updates have improved tremendously within the past year, even though improvement still is needed in some areas.

EVALUATION PROCEDURES

Each LEA evaluates its project and supplies the evaluation data which the SEA has requested. Program monitoring reviews are also utilized and other pertinent data is included within the evaluation instrument supplied by the SEA. These are compiled by the SEA and submitted to the U.S. Office of Education, Migrant Branch.

Referral to appropriate language dominance and other testing materials was made on page 18 of the Instructional Program. Within the FY 79 program, we anticipate improvement and accuracy in data collection.

Through awareness of need and expertise, the recent developments of appropriate testing materials has provided educators more selection as they diagnose and prescribe the educational needs of migrant students.

A study was developed by the College of Education, University of Idaho, in cooperation with the State Department of Education, Dr. Helen H. Werner, Associate State Superintendent of Federal Programs, Don Carpenter, Bureau Chief, and migrant education staff in FY 78. Dr. Thomas O. Bell conducted the study on "An Analysis of Migrant Programs and Services in Idaho."

DISSEMINATION

The Idaho migrant staff has been involved with the preparation of an Administrative Handbook for Migrant Education during FY 78 and one component will be an Idaho Dissemination Plan for Migrant Education. These guidelines will not be available for use until later in FY 79. Until that time, the following methods have been utilized in providing information to interested individuals and groups.

Major dissemination methods utilized for parent information:

- .Home visits by school personnel
- .Parent Advisory Council meetings and minutes
- .Individual letters to parents
- .Newsletters, bulletins
- .Parent-teacher conferences
- .School visits by parents
- .Newspaper releases
- .Radio announcements

Major dissemination methods utilized for the community:

- .Newspaper releases
- .Radio announcements
- .Home visits by school personnel
- .Parent Advisory Council meetings
- .Letters, bulletins, newsletters
- .Open-house activities
- .Service club speakers
- .Informal discussions

Major dissemination methods utilized for school personnel:

- .Staff meetings
- .Parent Advisory Council meetings
- .Newsletters
- .Informative slide presentations
- .Brochures
- .Publications in faculty rooms

Major dissemination to SEA:

- .Annual evaluation reports
- .Clippings of news releases
- .Letters, bulletins
- .PAC minutes
- .Publications
- .LEA monitoring reports
- .School staff meetings

Major dissemination for interested agencies, individuals or organizations:

- .Newspaper releases
- .Radio announcements
- .Annual Evaluation Summary
- .Letters, bulletins, newsletters
- .Brochures
- .Speakers
- .Informal conferences/discussions

In addition to these various methods, the two Migrant Education Resource Centers are publishing quarterly newsletters. These feature local projects as well as regional, state and national news in Migrant Education.

APPENDIX

1978

Summer Migrant Day Program

"I AM SPECIAL...."

No one else in the world is just like me:

* I have had special experiences...

  Some were scary, some were fun!
  I have been to special places.
  I know special people.

* My language is very special to me!

* I have special interests!

  There are things I like and things I don't lik

* I have special needs...

  I need to be free from hunger and pain.
  I need a safe physical and psychological environment.
  I need social acceptance.
  I need to achieve and accomplish.
  I need to be independent and creative.

* As a special person I have rights and privileges.

"I AM SPECIAL...I BELONG!"

1978 Summer Migrant Day Program

PROGRAM OBJECTIVES

BECAUSE OUR STUDENTS ARE SPECIAL.....

Curricular planning will place priority on the development of communication and mathematical skills.

An experienced-based curriculum will be developed to assure relevance to the Mexican-American students attending the Summer Migrant Program.

Physical education activities will be designed to improve psychomotor development and to instill habits and teach skills for life-long involvement in recreational sports.

Career Education will be emphasized to assist students in becoming aware of personal abilities and interests along with opportunities and options in the World of Work.

Health and Nutrition will be integrated into learning activities.

Bilingual instruction will be provided throughout the day and literate bilingualism will be supported as an asset.

Decision-making opportunities will be provided to develop accountability for actions and responsibility for use of time.

Opportunities for creative expression will be provided.

BECAUSE OUR STUDENTS NEED TO BELONG....

Curricular planning will incorporate activities to enhance appreciation of the Mexican-American culture and tradition.

Curricular planning will include a focus on the contributions of and appreciation for various ethnic groups represented in our pluralistic society.

Pride, privileges, and responsibility related to being a member of our school and country will be emphasized.

Experiences in social growth, including being a member of a group and developing skills in interpersonal relationships will be provided.

The need for respect for guidelines and responsibility for the protection of individual rights and privileges will be emphasized:

*As an individual, I have personal rights and privileges.

*I may exercise these privileges as long as, by doing so, I do not hurt others or take away their rights.

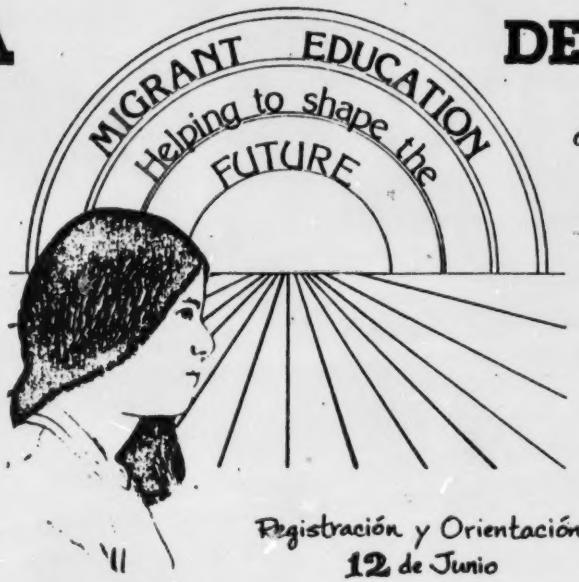
*When I infringe upon others' rights, I need to change my behavior in some way.

PROGRAM THEME: "I AM SPECIAL...I BELONG!"

ESCUELA DE VERANO

Teenage Summer Program for Migrant Students - Ages 13 - 21

Para Jóvenes Migrantes de 13 hasta 21 años de edad



VOCATIONALS:	.Auto-Mechanics .Basic Appliance Repair .Cooking .Sewing .Shop .Typing	VOCACIONALES:	.Auto-Mecánica .Reparación de Artefactos .Cocina .Costura .Trabajos Manuales .Escritura a Máquina
ART:	.Crafts .Print-making .Leather Craft .Pottery	ARTE:	.Artes .Estampado .Arte en Cuero .Cerámica
COMMUNICATION & CULTURE	.Journalism .Photography .Video on the Go .Chicano Studies .Spanish for Natives .English as a Second Language .Music (guitar)	COMUNICACION y CULTURA	.Periodismo .Fotografía .Video-Televisión .Estudios Chicanos .Español para Nativos .English as a Second Language .Música (guitarra)
COMPETENCY COURSES:	.G.E.D. .Driver's Education	CURSOS DE CALIFICACION:	.Diploma Secundaria .Licencia de Manejar
PHYSICAL EDUCATION:	.Life-Time Sports & Wrestling	EDUCACION FISICA:	Deporten y Lucha
PRACTICAL HEALTH & COUNSELING		SALUD PRACTICA Y CONSEJERIA	

Registración y Orientación: **12** de Junio

(6:30 - 9:30 pm)

El Programa Termina: **20** de Julio

WEST JUNIOR HIGH SCHOOL
Lone Star and Midland Blvd. - Nampa

TRANSPORTATION - BUS SCHEDULE

TRANSPORTE - HORARIO DEL BUS

BUS 1	BUS 2	BUS 3	BUS 4	BUS 5
Melba Labor Camp 6:05	Homedale High School ...5:45	Ellan Hernández Camp ...6:00	Parma Labor Camp.....5:45	Caldwell Labor Camp..6:00
Beamont..... 6:15	Marsing Labor Camp 6:15	Polar Bear - Wilder 6:05	Mobil Station-Parma.....5:50	Franklin Labor Camp..6:25
Rolling Hills..... 6:20	Owhyee Theatre 6:20	Wilder Labor Camp 6:10	Moore's Mkt.-Notus.....6:00	Lakeview Park by Lakeview School ..6:40
12th Ave. Labor Camp - 6:30	Scottie Market.....6:25		Caldwell Labor Camp.....6:15	1st St. No. Ext & 4th St. No.....6:45
			Boise Ave. - Denver.....6:25	
			Van Buren School 6:30	

FOR MORE INFORMATION:

PARA MAS INFORMACION:

Raúl Hunt: 467-5281 - Ext: 238 or 467-3892

Twin Falls School District No. 411
201 Main Avenue West
Twin Falls, Idaho

PROPOSED CALENDAR FOR TITLE I PARENT ADVISORY COMMITTEES - 1977-78

October 11, 1977 -

District Parent Advisory Committee Meeting
Morningside Elementary School . . . . . 2:00 p.m.

Panel Discussion: "What Helps a Child Learn?"
Panelists : Mrs. Carol Boyd - Title I Reading Teacher
Mrs. Mary Decker - Health Department
Mrs. Marcia Eden - Title I Math Teacher, O'Leary
Mrs. Laveta Younger - Guidance Counselor, O'Leary

November 14-18, 1977 -

Visitation of Title I classrooms by individual Parent Advisory Committees.

November 14 -*Bickel Visitation
November 15 -*Lincoln Visitation
November 16 - Harrison Visitation
November 17 - Morningside Visitation
November 18 - Vera C. O'Leary Visitation

What questions do you have about the program? Suggestions?

January 9, February 17, 1978 -

If there is enough interest, there will be a 6-week class using some form of Parent Effectiveness Training. Classes would be held weekly from 7:30 - 9:00 p.m. If interested, please check "Parent Effective Training" on the attached sheet and return.

January 16, 1978 -

Renowned pediatrician--nutritionist, Dr. Lendon Smith, Portland, will speak at the College of Southern Idaho at 7:30 p.m. on "Nutrition and Learning". He has an interesting theory on snacks and junk food. Plan now to attend.

March 6-10, 1978 -

Visitation of Title I classrooms by individual Parent Advisory Committees.

March 6 - Morningside Visitation
March 7 -*Bickel Visitation
March 8 -*Lincoln Visitation
March 9 - Vera C. O'Leary Visitation
March 10- Harrison Visitation

What questions do you have about the program? What suggestions?

April 27, 1978 -

Evaluation of the Title I program and suggestions for improving next year's program.

How much improvement did the child show in reading? Math?

What did we do well in Title I?

What aspects do we need to improve?

*High percentage of Migrant enrollment

POSSIBLE TOPICS TO BE COVERED BY PARENT ADVISORY COMMITTEE MEETINGS

From the list below, chose three topics which you are most interested in. Place a 1 by your first choice; 2 by your second choice; and 3 by your third choice. PLEASE RETURN THIS PAGE.

_____ The Bilingual and Reading.

_____ Parents, children and Reading.

_____ Parents, Children and Math.

_____ Effects of Television on Reading

_____ Creative Activities For Children.

_____ Parents, Youth, Drugs.

_____ Workshop: "Let's make reading aides, math games for our children.

_____ Parent Effectiveness Training workshop dealing with these topics:

"How to Listen So My Child Will Talk To Me"
"How to Talk So My Child Will Listen"
"How to Handle Conflicts"
"How To Impart My Values to My Child."

What topics would you like to cover with the Parent Advisory Committee this year? Tell us your interests so the meetings are interesting!

1. _____

_____

2. _____

_____

3. _____

_____

PLEASE RETURN THIS PAGE